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ABSTRACT

The New Mexico High School Proficiency Examination (NMHSPE) assesses the extent to which New Mexico students have mastered the skills and knowledge specified on the New Mexico Basic Skills Plan. The test includes an objective portion and a writing assessment. A student passing both sections receives a diploma endorsement from the State Department of Education. Students who fail one or both sections of the examination may re-take either or both sections in the junior or senior year. A Rasch scale score of 523 was the minimum passing score, achieved by 94% of the students in Grade 10 and 86% of those in Grade 11. Those taking the examination in Grades 11 and 12 took it to make up for previous failures. The Writing Appraisal was scored with holistic scoring methods by a committee of teachers. In Grade 10, 95% of the students passed the writing section; 88% of students from Grade 11 passed it. The percentage passing the writing skills appraisal has been relatively consistent from 1984 to 1985, but there was a slight drop in performance on the objective portion when compared to the previous year. Goals and objectives of the NMHSPE, item descriptors of the objective portion of the NMHSPE, and a teachers' assignment for evaluating student writing skills are appended. (SLD)

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TABLE OF CONTENTS

Page Number

Administrative Summary. i

Chapter I, Background Information: New Mexico High School Proficiency Examination. 1

The New Mexico Basic Skills Plan. 1

The New Mexico High School Proficiency Exam and the Basic Skills Plan 2

Objective Portion 3

Writing Skills Appraisal. 6

Chapter II, Summary of Results: 1985-86 New Mexico High School Proficiency Examination 7

Objective Portion 7

Percentage of Sophomores Taking and Passing the NMHSPE 7

Percent Passing in District and State. 9

Average Percent Correct on the NMHSPE. 10

District Performance in the NMHSPE Content Areas 12

Content Area Performance by School 13

Summary of Performance of District C and D Level Special Education Students 19

Writing Skills Appraisal. 21

Percentage of Students Passing and Failing the Writing Skills Assessment by Grade Level 21

Number and Percent of Sophomores Taking and Passing the Writing Appraisal Longitudinally by School. 22

Scores on Writing Assessment Tasks 23

Conclusions 24

Appendices

Appendix I, New Mexico High School Proficiency Examination, Goals and Objectives 25

Appendix II, Item Descriptors, New Mexico High School Proficiency Exam, Objective Portion. 31

Appendix III, Assignment for Student Writing Skills Appraisal. 34

Administrative Summary
1985-86 New Mexico High School Proficiency Examination

Background Information on the New Mexico High School Proficiency Examination

The purpose of testing with the NMHSPE is to assess the extent to which New Mexico students have mastered the skills and knowledge specified in the New Mexico Basic Skills Plan. The NMHSPE is divided into two sections: an objective portion and a writing assessment. Results from both sections are presented in this report.

Basic skills have been defined in functional terms: a basic skill is the ability to apply one of five designated skills (Reading, Communication Mechanics, Problem Solving, Identification of Facts and Terms, and Computation) to one of five content areas (Community Resources, Consumer Economics, Mental and Physical Health, Occupational Knowledge, and Government and Law). Success on the NMHSPE depends not merely upon mastery of content, but also upon the mastery of skills, and upon the ability to apply the skill in practical, "real life" situations.

A student who passes both the objective portion and the writing assessment of the NMHSPE receives a diploma endorsement from the State Department of Education and a transcript notation. A student who fails one or both sections of the examination may re-take either or both sections in the junior or senior years.

The objective portion of the 1985-86 NMHSPE contained 100 items. As has been true since 1981, a Rasch scale score of 523 was the minimum passing score. Use of the Rasch scoring system ensures that equivalent levels of achievement are required for passing from year to year, regardless of the difficulty level of each version of the examination.

The 1985-86 NMHSPE Writing Appraisal consisted of three tasks, all of which must be passed in order to pass this portion. Scoring was done by a committee of teachers who used holistic scoring methods. Each piece of writing was judged as a whole rather than by its individual components.

Summary of 1985-86 Results

Table A

Number and Percentage of APS Students Passing the Objective Portion of the NMHSPE: Longitudinal Summary

Grade Level	1983-84 # Taking	1983-84 # Passing	1983-84 % Passing	1984-85 # Taking	1984-85 # Passing	1984-85 % Passing	1985-86 # Taking	1985-86 # Passing	1985-86 % Passing
10	5138	4906	96%	5037	4882	97%	5187	4901	94%
11*	657	572	87%	537	487	91%	466	401	86%
12*	421	386	92%	349	323	93%	374	346	93%
Total	6216	5864	94%	5923	5692	96%	6027	5648	94%

*Juniors and seniors are included to provide a complete overview of results. However, it must be remembered that the performance of the small group of juniors and seniors who take the examination is not representative of the performance of all juniors and seniors in the District. The majority of students in the Albuquerque Public Schools take and pass the examination as high school sophomores.

As Table A demonstrates, while the percentage of sophomores passing the objective portion of the NMHSPE increased from 1983-84 to 1984-85, the percentage passing decreased in 1985-86.

Table B

Number and Percentage of APS Students Passing the Writing Appraisal of the NMHSPE: Longitudinal Summary

Grade Level	1984-85 # Taking	1984-85 # Passing	1984-85 % Passing	1985-86 # Taking	1985-86 # Passing	1985-86 % Passing
10	4941	4631	94%	5371	5076	95%
11*	757	617	82%	666	585	88%
12*	437	382	87%	468	434	93%
Total**	6135	5630	92%	6505	6095	94%

*Juniors and seniors are included to provide a complete overview of results. However, it must be remembered that the performance of the small group of juniors and seniors who take the examination is not representative of the performance of all juniors and seniors in the District. The majority of students in the Albuquerque Public Schools take and pass the examination as high school sophomores.

**These numbers reflect only those students who completed all three writing tasks.

Table B shows that the percentage of students passing the NMHSPE writing appraisal has risen slightly from 1984-85 to 1985-86.

Conclusions

Based on the data presented in this report, the following conclusions can be drawn about the 1985-86 administration of the New Mexico High School Proficiency Examination.

1. Ninety-four percent of the high school sophomores passed the objective portion of the NMHSPE in 1985-86.

2. While the percentage of APS students passing the objective portion steadily increased from 1982-83 to 1984-85, this trend was interrupted by a slight drop in the percentage of students passing during 1985-86.

3. Nine-five percent of high school sophomores passed the Writing Skills Appraisal of the NMHSPE in 1985-86.

4. The percentage of APS students passing the Writing Skills Appraisal has remained pretty much constant with a two percent increase from 1984-85 to 1985-86.

CHAPTER I

BACKGROUND INFORMATION:

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

CHAPTER I

Background Information on the New Mexico High School Proficiency Examination

The New Mexico Basic Skills Plan

In the mid-1970's, society's interest in improving the quality of primary and secondary public education led to an increased emphasis on educational accountability. In New Mexico this trend resulted in the adoption of the New Mexico Basic Skills Plan in April, 1977. This plan came from the efforts of a state-wide task force and attempts to ensure the acquisition of basic skills by New Mexico students.

The New Mexico Basic Skills Plan is comprised of three components:

1. The identification of life competencies and basic skills goals and objectives.

2. Local planning for instruction and student remediation in these competencies, goals, and objectives.

3. Evaluation at both the state and local levels resulting in a diploma endorsement for those students who pass the test at the tenth grade or later.

The State Department of Education has established procedures and requirements for the implementation of the Basic Skills Plan. These requirements state:

1. "Districts must insure that all of the goals, objectives, life competencies, and skills are included in the local curriculum."

   According to the State Department of Education such instruction must occur prior to administration of the objective and writing portions of the New Mexico High School Proficiency Examination in the tenth grade. Instruction must be made in courses that are "equally available or required of all students, not only in elective courses selected by a percentage of students."

2. "Districts must establish at least one checkpoint prior to the tenth grade to evaluate student progress toward achieving the required goals, objectives, life competencies, and skills."

3. "Districts must provide remediation to those students who do not successfully meet local requirements at the checkpoint or on the writing assessment and to those who do not successfully perform on the High School Proficiency Examination at the tenth or eleventh grades."

   Remedial approaches are left to the discretion of each district. The major stipulation is that remedial programs should address "specific, identifiable deficiencies" and not merely repeat prior instruction.

4. "All students graduating from a public high school and receiving a high school diploma are subject to the requirements of the diploma endorsement and therefore must take the High School Proficiency Examination."

   NOTE: The only exception to this policy made by the New Mexico State Department of Education is for C and D level special education students, who may be granted an exemption if taking the exam is not in their best interests.

5. "All high school diplomas will have a side related to the New Mexico High School Proficiency Exam and a gold seal will be placed on the front of the diplomas of those students who successfully complete the New Mexico High School Proficiency Exam. High School transcripts and permanent records will reflect specific student achievement on both portions of the New Mexico High School Proficiency Exam."

6. Tests used for the Student Writing Skills Appraisal portion of the NMHSPE must address topics related to functional competence.

7. Criteria and procedures for scoring student performance relative to the writing assessment are local responsibilities. The objective portion of the NMHSPE is scored by an out-of state contractor.

8. Districts must inform students, and to the extent possible, parents, of the goals, objectives, competencies, and skills on which they will be tested for the purposes of the diploma endorsement.

The New Mexico High School Proficiency Exam and the Basic Skills Plan

The two major evaluation instruments--other than those utilized at the checkpoints specified by the State Department of Education--are the objective and writing portions of the New Mexico High School Proficiency Examination . In the Albuquerque Public Schools, both are administered in the sophomore year (tenth grade). The results of both the writing appraisal and objective portions are reported here.

The objective portion of the NMHSPE is based specifically upon the objectives of the Basic Skills Plan, the achievement of each objective being directly measured by one to three items on the examination (see Appendix I for a list of these objectives).

One function of the NMHSPE is to certify individual students' attainment of the basic competencies reflected in the Basic Skills Plan. The process of issuing diploma endorsements (gold seals) and transcript notations based on NMHSPE results began with the graduating class of 1981. In that year, endorsement was based on results of the objective portion only. The first year in which students were required to pass both the written and objective portions in order to receive diploma endorsements was 1982.

The two portions of the NMHSPE can be used to identify students in need of remediation. Since the exam is designed to be a measure of basic skills, the vast majority of students pass it on the first attempt. Those who do not pass the exam clearly need special help in order to reach a minimum level of competence. The NMHSPE provides data for identification of these students and development of remediation strategies.

Objective Portion

The NMHSPE is designed to assess basic skills. A basic skill has been defined by the State Department of Education in functional terms: it is the ability to apply one of five designated skills (reading, communication mechanics /writing, problem solving, identification of facts and terms, computation) to one of five content areas (Community Resources, Consumer Economics, Government and Law, Health, and Occupational Knowledge.)

As a result of the functional nature of the NMHSPE, success on the exam depends not merely upon mastery of content, but also upon the mastery of skills, and upon the ability of the student to apply the skills to the content areas.

The functional nature of the NMHSPE may best be illustrated through analysis of a sample examination item from the High School APL Survey, a 40-item test which contains items similar to those on the NMHSPE and which is widely used as a practice test for the NMHSPE.

EXAMPLE

> "The House of Representatives is voting on a bill to lower taxes. It takes a simple majority to pass this bill. There are 435 representatives. How many of them must vote "yes" if the bill is to pass?"

Although this item is nominally a Government and Law question, in actuality much more than knowledge of Government and Law content is assessed. The ability to correctly answer the question is also dependent upon a student's ability to: 1) read and understand the passage, and 2) apply the Computation skill to Government and Law content. Thus, mastery of content and skill areas and the ability to apply skills appropriately are all necessary for success on the NMHSPE.

Description of the 1986 NMHSPE.

The objective portion of the 1985-86 NMHSPE contained 100 items. The items were distributed across content areas as follows:

Table 1

Item Distribution: 1986 NMHSPE

COMMUNITY RESOURCES	CONSUMER ECONOMICS	GOVERNMENT AND LAW	HEALTH	OCCUPATIONAL KNOWLEDGE	TOTAL
20	20	20	20	20	100

NOTE: By State Department of Education decision, districts did not receive results for skill areas in 1986. It is important to bear in mind, however, that skills are assessed in the NMHSPE and they do influence content area results.

The items in the 1986 NMHSPE were drawn from the item bank (collection of items) maintained by the State Department of Education. Before a question from the item bank is included in the exam, it is reviewed to ensure technical adequacy and correspondence with the objectives of the New Mexico Basic Skills Plan. Each item on the NMHSPE is related directly to one of the sub-objectives of the Basic Skills Plan. Each sub-objective is in turn measured by from one to three items on the exam.

The Rasch Scoring Procedure.

When the items were incorporated into the NMHSPE, they were also assigned a Rasch value. Since 1980-81, the NMHSPE has been scored using the Rasch system of measurement rather than traditional norm-referenced or criterion-referenced methods. The State Department of Education has selected this procedure to ensure that the passing standard has remained constant over the years.

The Rasch measurement system is an attempt to overcome the limitations of the traditional norm-referenced testing model. It seeks to accomplish this by defining student performance in terms of item difficulty and student ability rather than in terms of the performance of a national norming group. Thus, according to the Rasch model, a student's chances of answering a given item correctly depend upon the mutual interaction of two factors:

1. The student's ability--as derived from the student's combined performance on all items of the test

and

2. The difficulty of the item--as derived from the combined performance of all students on the item.

The Rasch scale on the NMHSPE ranges from 50 to 800 scale score points. That is, a student who answers every item correctly would score 800. A student who answers no items correctly would score 50. Since item difficulty and student ability are considered in the Rasch model, an individual student's score within this range depends on factors other than the number of items which he/she answers correctly. It also depends upon the difficulty level of the items answered correctly. For example, one student who answers ninety items correctly might receive a Rasch score of 550. A second student who answers 90 items correctly might receive a Rasch score of 560. The difference would be due to the fact that the second student answered more of the difficult items correctly and missed more of the easier items.

Applications of the Rasch Scoring System.

Utilization of the Rasch scoring system has certain practical applications for the NMHSPE. First, it is used to set the passing standard for the exam. Until 1980-81, the passing standard was set at 65% correct. When the Rasch system was adopted, it was determined that 65% correct corresponded to a Rasch scale score of 523. Since 1981, the passing standard for the NMHSPE is a Rasch score of 523, and not a percent correct figure. The passing standard has been held constant since 1981. As a result, since item difficulty is considered in the Rasch formula, the actual passing standard has not varied according to the difficulty level of the test.

This means that exactly the same standard of performance is required in order to pass the 1986 exam as was required in 1981. It also means that the score represents the same level of achievement regardless of the difficulty level of the specific items selected to be on the exam. If, in one year, the exam contained more difficult items than the previous year's exam, students would be required to answer fewer items correctly in order to achieve an identical Rasch score. If, in another year, the exam contained less difficult items than the previous year's exam, students would be required to answer more items correctly in order to achieve an identical Rasch score.

Content Area Descriptions.

Each item in the NMHSPE demands that the student apply skills to one of five content areas. This section defines the nature of the content areas. As has been previously stated, by State Department of Education decision, results by skill areas have not been provided to the district.

COMMUNITY RESOURCES assesses the extent to which students understand how to "use community resources, including transportation systems,to achieve a more satisfactory life." It includes such topics/items as scheduling recreational activities, calculating costs of transportation, and gaining access to community agencies.

CONSUMER ECONOMICS measures the extent to which students "know how to manage a family economy and to demonstrate an understanding of sound purchasing practices." It includes such topics as: family budgets, how and why taxes are collected, placing orders for goods, and principles of crime prevention.

GOVERNMENT AND LAW measures the extent to which students "understand how the structure of government and the functions of the legal system delineate rights and obligations." It includes such topics as the composition and operation of Congress, state, local, and federal governments, how to influence representatives, when and how to hire a lawyer, and kinds of taxes.

MENTAL AND PHYSICAL HEALTH measures the extent to which students "understand the principles and practices that lead to good mental and physical health." It includes such topics as: following medical instructions, knowing signs of illness, principles of nutrition, childrearing practices, application of first aid, and getting assistance in emergencies.

OCCUPATIONAL KNOWLEDGE assesses the extent to which students have developed "knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests." It includes such topics as: factors which affect job choices, minimum qualifications for jobs, the importance of job interviews, standards of behavior for employment, and the construction of a resume.

Review of the Testing Procedures.

The objective portion of the 1986 New Mexico High School Proficiency Examination was administered in the Albuquerque Public Schools between February 4 and February 13, 1986.

The examination is an untimed test. As a result, a variety of testing methods and time periods are utilized. At some high schools, the NMHSPE is administered during an established class period, such as English. Students might complete one of the five sections of the exam per day. At other schools, the examination is administered in one or two continuous testing periods, which usually last one to three hours. The student works at his or her own pace, proceeding to each content area of the test when finished with the preceding content area.

Writing Skills Appraisal

The writing skills appraisal portion of the NMHSPE was administered during October, 1986, to tenth grade students in the Albuquerque Public Schools. Students are required to write on a specific number of topics (three topics have been required for the past three years) and must receive passing scores on all topics in order to pass the writing assessment. As discussed earlier, students who pass both the writing appraisal and objective portions of the New Mexico High School Proficiency Examination receive a gold seal endorsement on their high school diplomas.

Description of Writing Tasks.

For the 1985-86 administration of the NMHSPE writing appraisal three tasks were required:

1. a classified advertisement OR job application
2. a business letter
3. a multiparagraph composition.

English departments at each of the high schools selected one of the two tasks for Task 1, a classified advertisement or job application, for students to write. All of the students wrote Task 2 and Task 3.

Holistic Scoring Procedure.

The theory behind holistic scoring is that a piece of writing is judged as a whole, rather than being judged by its individual components (such as spelling, writing mechanics, etc.). In addition, papers are not judged against an absolute standard, but against what the students themselves have written. As an example, the members of the NMHSPE grading committee met initially to judge a series of 40 sample papers (10 for each of the four possible tasks) to discuss and agree on the standards for scoring. Once these standards were set by the committee, each member compared the papers to be graded to this standard.

Scores were on a scale of 0 to 4; 4 being an excellent paper, 1 being a failing paper, and 0 if the task had not been attempted. Any task that received a score of 1 was read and scored by a second committee member. Failure of any one of the three tasks means the student fails the writing skills assessment portion of the NMHSPE. Students who fail one or more tasks are allowed to take the writing appraisal in subsequent years, but need only write those task(s) they previously failed.

CHAPTER II

SUMMARY OF RESULTS:

1985-86 NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

CHAPTER II

Summary of NMHSPE District Results, 1985-1986

Objective Portion

Percentage of Sophomores Taking and Passing the NMHSPE.

The percentage of sophomores taking and passing the NMHSPE will be presented longitudinally from 1983-84 to 1985-86. This comparison will highlight significant trends in student performance.

To ensure that comparisons and conclusions are valid, only the results for sophomores will be considered in this report. Since the New Mexico Basic Skills Plan specifies that the exam will be taken by sophomores, the juniors and seniors who take the exam are those who have failed the exam previously, were absent during the examination period, or recently enrolled for the first time in a New Mexico public school. This group of students is so small and heterogeneous that those results are not representative of performance by District students.

Table 2, page 8, summarizes the performance of sophomores on the objective portion of the NMHSPE over the last three years.

An overall trend from the past three years, the increase in the percentage of sophomores passing the NMHSPE from 1982-83 to 1984-85, was not continued in 1985-86. Although the passing standard for the NMHSPE has remained constant since 1980-81 (scale score - Rasch 523), the percentage of sophomores who pass the examination has consistently increased until the present year when the percentage has dropped three points from last year. In 1985-86, 94% of the district students passed the exam, as compared with 97% in 1984-85 and 96% in 1983-84.

A similar pattern of growth, then stabilization is reflected in individual schools' results as well. While the percentage of students passing did increase or remain the same for some schools in 1985-86, the percentage did drop in a few schools.

Many factors may have an influence on the average scores within any individual school. Some of the factors affecting a school's overall test results include: mobility rates, the number of students speaking a language other than English, socioeconomic status of students, the adequacy of the testing environment, the extent of preparation of students for the exam, and student motivation and attendance. Curriculum and instruction at the high schools would have influence as well, but, given the multitude of other causative influences, it is inadvisable to compare the curricular performance of individual high schools based solely on the results of the NMHSPE.

Table 2

Number and Percent of **Sophomores** Taking and Passing the Objective Portion NMHSPE Longitudinally, by School

1983-84 to 1985-86

Location	1983-84			1984-85			1985-86		
	# Taking	# Passing	% Passing	# Taking	# Passing	% Passing	# Taking	# Passing	% Passing
District	5138	4906	96%	5037	4882	97%	5187	4901	94%
Albuquerque High	308	293	95%	308	304	99%	328	328	100%
Cibola High	410	397	97%	450	438	97%	449	425	95%
Del Norte High	530	511	96%	566	555	98%	535	505	94%
Eldorado High	678	663	98%	690	676	98%	705	690	98%
Highland High	524	501	96%	512	493	96%	579	541	93%
Manzano High	610	595	98%	625	610	98%	564	554	98%
Rio Grande High	479	445	93%	431	401	93%	455	398	87%
Sandia High	559	553	99%	556	548	99%	549	537	98%
Valley High	388	356	92%	311	300	97%	371	337	91%
West Mesa High	491	453	92%	479	458	96%	539	491	91%
Freedom High	8	8	100%	12	11	92%	12	12	100%
Evening School	28	25	89%	16	15	94%	23	19	83%
New Futures	32	28	88%	22	22	100%	19	17	89%
School on Wheels	82	69	84%	56	49	88%	53	41	77%

NOTE: The number of students taking the objective portion differs from the number of students taking the Writing Appraisal since the two portions are administered at different times during the school year.

Percent Passing in District and State.

Table 3

Percent of **All** Students Passing the NMHSPE in New Mexico and Albuquerque Public Schools

	1983-84	1984-85	1985-86
State of New Mexico	89%	91%	87%
Albuquerque Public Schools	94%	96%	94%

Table 3 displays the results, over three years, of all students in the Albuquerque Public Schools passing the objective portion compared with all students in the state of New Mexico passing the objective portion. The percentage of APS students passing is higher than the percentage of students passing state-wide even though the state results include the APS results. The percentage of students passing state-wide has increased over the years, but dropped during 1985-86. This state-wide trend is reflected in the APS results.

State-wide 89% of the tenth grade students passed the NMHSPE in 1985-86 compared to 94% of the tenth grade students passing in APS. Again the APS results are included in the state results.

Average Percent Correct on the NMHSPE.

The percentage of students passing the exam is only one component of the information yielded by NMHSPE results. Equally significant, but generally overlooked, is the level of student performance on the exam as a whole.

The percentage of students passing the examination provides information regarding the number of students meeting the minimum passing standard. Traditionally, school performance on the NMHSPE has been assessed primarily in terms of the numbers of students passing at this minimum level. However, it is crucial to recall that the NMHSPE tests basic skills. The percentage of students passing, therefore, does not adequately summarize the performance of students on these basic skills

One method for examining school results is to also note the average (mean) percentage of items answered correctly by students (sophomores) and the average Rasch value for each school. This gives schools information about student performance on the items themselves, ignoring item difficulty, and then including item difficulty. Table 4, page 11, presents the average percent correct on all items of the NMHSPE for the District and for individual high schools.

Table 4

Average Percent of Items Answered Correctly, District and Indidivual Schools - Total Test (Sophomores)

LOCATION	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
District	78%	585
Albuquerque High School	85%	609
Cibola High School	78%	584
Del Norte High School	77%	581
Eldorado High School	82%	599
Highland High School	78%	583
Manzano High School	80%	591
Rio Grande High School	72%	566
Sandia High School	82%	597
Valley High School	74%	571
West Mesa High School	75%	574
Albuquerque Evening High School	67%	550
Freedom High School	80%	586
New Futures High School	74%	569
School On Wheels	67%	548

In the District as a whole, the average percent of items answered correctly was 78%. This means that the average sophomore answered 78% of the NMHSPE items correctly. In individual comprehensive high schools, the percent answered correctly ranged from 72% to 85% with a median percent correct of 78%.

* * * * *

NOTE: Although results will be presented for the four alternative schools (Freedom High School, Albuquerque Evening School, New Futures High School, and School on Wheels), these schools will not be included when detailed analysis of results is presented. Inclusion of results from these alternative schools would be invalid and misleading since their student populations are small and uncharacteristic of District students as a whole.

District Performance in the NMHSPE Content Areas.

SUMMARY - DISTRICT SOPHOMORES' CONTENT AREA PERFORMANCE

Information about performance in the individual content areas can be helpful for program planning. From highest percent correct to lowest percent correct, District sophomores' performance on the five content areas ranked as follows:

Table 5

District Student Performance -- NMHSPE Content Areas

	PERCENT CORRECT	MEAN RASCH SCALE SCORE
OCCUPATIONAL KNOWLEDGE	84%	585
MENTAL AND PHYSICAL HEALTH	83%	584
COMMUNITY RESOURCES	82%	583
CONSUMER ECONOMICS	75%	583
GOVERNMENT AND LAW	67%	580

It is important to note that, if item difficulty is taken into consideration, the ranking (based on Rasch scale scores) might be somewhat different. This is due to the discrepancies in item difficulty levels from subtest to subtest.

Table 6

District and State Performance in the Five Content Areas

	STATE	APS
OCCUPATIONAL KNOWLEDGE	80%	84%
MENTAL AND PHYSICAL HEALTH	79%	83%
COMMUNITY RESOURCES	79%	82%
CONSUMER ECONOMICS	70%	75%
GOVERNMENT AND LAW	63%	67%

Table 6 compares the performance in the five content areas of all Albuquerque Public Schools students who took the NMHSPE with the performance of students in the state of New Mexico.

Content Area Performance by School.

For each content area of the New Mexico High School Proficiency Examination, the average percent of items answered correctly and the average Rasch scale score by students in the Albuquerque Public Schools and in individual high schools is presented.

COMMUNITY RESOURCES

Table 7 summarizes the average (mean) percent of Community Resources items answered correctly by students (sophmores) in the District and in individual high schools.

Table 7

District Student Performance in Community Resources

LOCATION	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
District	82%	583
Albuquerque High School	90%	610
Cibola High School	83%	585
Del Norte High School	82%	580
Eldorado High School	86%	595
Highland High School	82%	583
Manzano High School	84%	587
Rio Grande High School	77%	566
Sandia High School	84%	590
Valley High School	79%	571
West Mesa High School	80%	573
Albuquerque Evening High School	71%	549
Freedom High School	80%	573
New Futures High School	79%	570
School On Wheels	67%	535

Student performance in Community Resources ranked third of the five content areas. Mean scores at individual comprehensive high schools range from 77% correct to 90% correct, with a median score of 82%.

CONSUMER ECONOMICS

Table 8 summarizes the average (mean) percent of Consumer Economics items answered correctly by students (sophomores) in the District and in individual high schools.

Table 8

District Student Performance in Consumer Economics

LOCATION	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
District	75%	583
Albuquerque High School	80%	599
Cibola High School	74%	582
Del Norte High School	75%	582
Eldorado High School	80%	597
Highland High School	75%	583
Manzano High School	78%	591
Rio Grande High School	68%	565
Sandia High School	79%	595
Valley High School	70%	569
West Mesa High School	70%	570
Albuquerque Evening High School	65%	555
Freedom High School	76%	581
New Futures High School	68%	563
School On Wheels	60%	546

Student performance in Consumer Economics (District mean - 75% correct) ranked fourth of the five content areas. Mean scores for individual comprehensive high schools ranged from 68% of the items correct to 80% of items correct with a median score of 75% correct.

GOVERNMENT AND LAW

Table 9 summarizes the average (mean) percent of Government and Law items answered correctly by students (sophomores) in the District and in individual high schools.

Table 9

District Student Performance in Government and Law

LOCATION	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
District	67%	580
Albuquerque High School	77%	611
Cibola High School	66%	577
Del Norte High School	66%	576
Eldorado High School	71%	592
Highland High School	66%	577
Manzano High School	69%	585
Rio Grande High School	60%	560
Sandia High School	68%	604
Valley High School	61%	562
West Mesa High School	63%	567
Albuquerque Evening High School	54%	544
Freedom High School	70%	590
New Futures High School	58%	556
School On Wheels	58%	554

District sophomores' performance in Government and Law (mean - 67% of the items answered correctly) ranked fifth of the five content areas. Mean scores for individual comprehensive high schools ranged from 60% of the items correct to 77% of the items correct, with a median score of 66% correct.

MENTAL AND PHYSICAL HEALTH

Table 10 summarizes the average (mean) percent of Mental and Physical Health items answered correctly by students (sophomores) in the District and in individual high schools.

Table 10

District Student Performance - Mental and Physical Health

LOCATION	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
District	83%	584
Albuquerque High School	86%	595
Cibola High School	84%	586
Del Norte High School	82%	578
Eldorado High School	87%	599
Highland High School	83%	583
Manzano High School	85%	588
Rio Grande High School	78%	565
Sandia High School	86%	594
Valley High School	80%	573
West Mesa High School	82%	582
Albuquerque Evening School	73%	551
School on Wheels	74%	552
Freedom High School	83%	580
New Futures High School	82%	579

Sophomores' performance in Mental and Physical Health (District mean - 83% of items answered correctly) ranked second of the five content areas. Mean percent of items answered correctly in individual comprehensive high schools ranged from 78% correct to 86% correct, with a median score of 83.5% correct.

OCCUPATIONAL KNOWLEDGE

Table 11, below, summarizes the average (mean) percent of Occupational Knowledge items answered correctly by sophomores in the District and in individual high schools.

Table 11

District Student Performance - Occupational Knowledge

LOCATION	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
District	84%	585
Albuquerque High School	89%	603
Cibola High School	83%	581
Del Norte High School	83%	585
Eldorado High School	88%	597
Highland High School	83%	583
Manzano High School	87%	594
Rio Grande High School	79%	568
Sandia High School	88%	599
Valley High School	81%	575
West Mesa High School	80%	574
Albuquerque Evening High School	72%	552
School on Wheels	73%	550
Freedom High School	88%	598
New Futures High School	83%	579

Sophomores' performance in Occupational Knowledge (84% of the items answered correctly) ranked first of the five content areas. Mean scores for individual comprehensive high schools ranged from 79% of items correct to 89% of items correct, with a median score of 83% correct.

Table 12 summarizes the performance of students for the fourteen high schools in the five NMHSPE content areas.

Table 12

Student Performance in the NMHSPE Content Areas by High School

Figures represent the average percentage of items answered correctly.

	Comm. Res.	Cons. Ec.	Gov. & Law	Mental & Physical Health	Occ. Know.
District	82%	75%	67%	83%	84%
Albuquerque High	90%	80%	77%	86%	89%
Cibola High	83%	74%	66%	84%	83%
Del Norte High	82%	75%	66%	82%	83%
Eldorado High	86%	80%	71%	87%	88%
Highland High	82%	75%	66%	83%	83%
Manzano High	84%	78%	69%	85%	87%
Rio Grande High	77%	68%	60%	78%	79%
Sandia High	84%	79%	68%	86%	88%
Valley High	79%	70%	61%	80%	81%
West Mesa High	80%	70%	63%	82%	80%
Albuquerque Evening	71%	65%	54%	73%	72%
Freedom High	80%	76%	70%	74%	73%
New Futures High	79%	68%	58%	83%	88%
School on Wheels	67%	60%	58%	82%	83%

Summary of Performance of District C and D Level Special Education Students.

According to State Department of Education guidelines, C and D level Special Education students may be exempted from the diploma and transcript endorsement requirements of the NMHSPE. A student is exempted when it is determined that taking the exam is not in his or her best interest. In the Albuquerque Public Schools, however, it has been the policy of the Special Education Department to encourage C and D level students to take the examination whenever possible.

In 1986, 484 C and D level Special Education students took the New Mexico High School Proficiency Examination. The results are summarized in Table 13, page 20.

Table 13

Summary of Special Education Students' Performance, 1985-86

GRADE	NUMBER OF STUDENTS TAKING THE NMHSPE	NUMBER OF STUDENTS PASSING THE NMHSPE	PERCENT OF STUDENTS PASSING THE NMHSPE
10	341	183	54%
11	92	48	52%
12	51	25	49%
TOTAL	484	256	53%

In terms of content areas, Special Education sophomores' performance was as follows:

Table 14

Special Education Sophomores' Content Area Performance, 1985-86

CONTENT AREA	MEAN PERCENT OF ITEMS CORRECT	MEAN RASCH SCALE SCORE
Community Resources	64%	526
Government and Law	46%	521
Consumer Economics	51%	523
Mental and Physical Health	64%	523
Occupational Knowledge	60%	514

The mean Rasch scores of C and D level Special Education students were at or above the minimum passing standard (523) in every content area except Occupational Knowledge and Government and Law.

Writing Skills Appraisal

During the 1985-86 school year 6,505 tenth, eleventh, and twelth grade students completed all three required writing tasks on the NMHSPE. Table 15 displays the district results by grade level.

Table 15

Percentage of Students Passing and Failing the Writing Skills Assessment by Grade Level

Grade	Passing n	Passing %	Failing n	Failing %	Total* n
10	5,076	95%	295	5%	5,371
11	585	88%	81	12%	666
12	434	93%	34	7%	468
Total	6,095	94%	410	6%	6,505

*These numbers reflect only those students who completed all three writing tasks.

An additional 490 students participated in the examination, but did not complete all three required writing tasks. The reasons students did not complete all tasks are varied. Many eleventh and twelth graders need only to complete the one or two tasks they may have failed during previous years. Tenth graders may have been absent during the administration of a particular task or may have simply been unable to complete the examination. These tenth graders will have the opportunity to re-take those task(s) not completed. A total of 6,995 students participated in the 1985-86 administration of the Writing Skills Assessment of the NMHSPE.

Of the students who completed all three tasks on the Writing Skills Assessment, 94% passed the examination. Ninety-five percent of the tenth graders (a majority of the students taking the examination) passed, 88% of the eleventh graders passed, and 93% of the twelth graders passed. As Table 16 shows, district-wide the percentage of tenth graders passing has remained constant over the past two years. The percentage of students passing at some of the individual high schools has changed from the 1984-85 school year, but not by more than two or three percentage points.

Table 16

Number and Percent of **Sophomores** Taking and Passing the Writing Appraisal Longitudinally, by School, 1984-85 to 1985-86

Location	1984-85			1985-86		
	# Taking	# Passing	% Passing	# Taking	# Passing	% Passing
District	4941	4631	94%	5371	5076	95%
Albuquerque High	291	277	95%	360	343	95%
Cibola High	420	394	94%	476	456	96%
Del Norte High	567	544	96%	516	495	96%
Eldorado High	689	666	97%	745	726	97%
Highland High	472	429	91%	573	507	88%
Manzano High	647	622	96%	650	617	95%
Rio Grande High	418	359	86%	431	413	96%
Sandia High	576	535	93%	601	572	95%
Valley High	318	298	94%	404	368	91%
West Mesa High	473	450	95%	536	509	95%
Freedom High	6	6	100%	12	12	100%
Evening School	9	8	89%	9	9	100%
New Futures	15	15	100%	19	17	89%
School on Wheels	27	17	63%	39	32	82%

NOTE: The number of students taking the objective portion differs from the number of students taking the Writing Appraisal since the two portions are administered at different times during the school year.

An analysis of the scores earned on each of the three tasks for all 6,995 students participating in the Writing Skills Appraisal is displayed in Table 17.

Table 17

Scores on Writing Assessment Tasks

TASK	Score 0 n	0 %	1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	Total
1. Job Application/ Classified Ad	129	2%	59	1%	873	13%	2374	34%	3558	51%	6993
2. Business Letter	229	3%	143	2%	1730	25%	3135	45%	1756	25%	6993
3. Composition	326	5%	349	5%	2471	35%	3119	45%	730	10%	6995

Score: 0 = Task not taken
1 = Task failed
2,3,4 = Task passed

Students earned higher scores (3s and 4s) on the first writing task (either the Job Application or the Classified Ad) than on the second (Business Letter) writing task and the third (Composition) writing task. The writing task with the highest percentage of failures or scores of 1 (5%), was the third task, the Composition. Appendix III contains the four writing tasks used for the 1985-86 NMHSPE.

Conclusions

Based on the data presented in this report, the following major conclusions can be drawn about the 1985-86 administration of the New Mexico High School Proficiency Examination.

1. Ninety-four percent of the high school sophomores passed the objective portion of the NMHSPE in 1985-86.

2. While the percentage of APS students passing the objective portion steadily increased from 1982-83 to 1984-85, this trend was interrupted by a slight drop in the percentage of students passing during 1985-86.

3. Nine-five percent of high school sophomores passed the Writing Skills Appraisal of the NMHSPE in 1985-86.

4. The percentage of APS students passing the Writing Skills Appraisal has remained almost constant with a two percent increase from 1984-85 to 1985-86.

Current APS policy insures that appropriate staff members will review the data and findings in this report. A plan which includes necessary steps to address any program needs will be implemented.

A P P E N D I C E S

APPENDIX I

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

GOALS AND OBJECTIVES

Content Area: Community Resources

Goal: To understand how individuals use community resources, including transportation systems, to achieve a more satisfactory way of life.

Major Objective: 1. The individual should know when and how to use recreational resources. This means that he or she should know:

Objective: A. About the types of services offered by various facilities, both public and private, for recreation and entertainment.

Objective: B. How to schedule activities at or through the various facilities.

Objective: C. What types of equipment, or preparation, or previous experience might be required for participation in various activities.

Major Objective: 2. The individual should know when and how to use informational resources. This means that he or she should know:

Objective: A. Which agencies or facilities (e.g., library, television, radio, newspaper, bulletin board) provide various types of information.

Objective: B. How to gain access to the various agencies.

Objective: C. The circumstances under which various types of information might be helpful.

Major Objective: 3. The individual should know how and when to use various community services. This means that he or she should know:

Objective: A. Which agencies or departments provide various types of services.

Objective: B. How to apply for or gain access to various types of community services.

Major Objective: 4. The individual should know how to use transportation systems and services. This means that he or she should:

Objective: A. Know how to determine the appropriate mode of transportation.

Objective: B. Know how to use transportation schedules.

Objective: C. Know how to calculate fares and other costs of transportation.

Objective: D. Know how to use road, city, and special transportation maps.

Objective: E. Know how to make reservations and other travel arrangements.

Objective: F. Know how to drive safely and legally.

Objective: G. Know how to apply for and obtain the various documents associated with travel.

Objective: H. Understand how time zones and daylight saving time may affect travel plans.

Objective: I. Understand how modern transportation causes public problems.

Content Area: Occupational Knowledge

Goal: To develop knowledge and occupations that will enable individuals to secure employment that fits their particular needs and interests.

Major Objective: 1. The individual should understand how education, interests, and experience affect the kinds of employment one can or should pursue. This means that he or she should know:

Objective: A. Which educational and job experiences are required or recommended for specific occupational categories (or families) and how these requirements relate to the duties of the jobs in those categories.

Objective: B. The minimum qualifications for specific jobs.

Objective: C. How vocational testing and counseling can help individuals identify job interests and abilities.

Objective: D. What factors outside the individual might affect his or her job choices or interests.

Objective: E. How to read and assess job descriptions.

Major Objective: 2. The individual should know how to apply for a job. This means that he or she should:

Objective: A. Know how to use various sources to identify job opportunities.

Objective: B. Know how to inquire about or apply for a job.

Objective: C. Know how to fill out the various forms associated with employment.

Objective: D. Understand the compilation, construction, and importance of a resume or a description of previous jobs.

Objective: E. Understand the importance of job interviews and how to act accordingly.

Major Objective: 3. The individual should know how to maintain a job. This means that he or she should:

Objective: A. Know the standards of behavior for various types of employment.

Objective: B. Understand how and why employers make decisions about promotion and dismissal.

Objective: C. Know the legal restrictions that govern employers and employees.

Objective: D. Understand the financial aspects of employment.

Content Area: Consumer Economics

Goal: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Major Objective: 1. The individual should know how to plan family or individual budgets. This means that he or she should know:

Objective: A. What a budget is and how it should be used.

Objective: B. How to determine individual needs and resources.

Objective: C. How economic factors affect budgeting.

Major Objective: 2. The individual should understand the effective use of money, money substitutes, and financial services. This means that he or she should:

Objective: A. Know how and why income and sales taxes are collected.

Objective: B. Understand the relationship among various denominations of money and among various weights and measures.

Objective: C. Know how to use various media of exchange.

Objective: D. Know the various types of banking services.

Objective: E. Know how to select, purchase, and maintain insurance policies.

Objective: F. Know how to figure costs and change.

Major Objective: 3. The individual should know how to apply the principles of consumer economics when buying, selling, or leasing goods or services. This means that he or she should:

Objective: A. Know how to use catalogs, consumer guides, and other reference documents to select goods and services.

Objective: B. Understand the principles of comparison shopping and the relation of price to quality.

Objective: C. Know various packaging techniques and which are most cost-effective in terms of quality and storage.

Objective: D. Know how to place orders.

Objective: E. Know where to go to purchase particular goods and services.

Objective: F. Know the laws that have been passed to protect consumers.

Major Objective: 4. The individual should understand the economic factors involved in maintaining consumer goods. This means that he or she should:

Objective: A. Know the basic procedures for the care and upkeep of personal possessions.

Objective: B. Understand the relationship of price to the quality and the life of consumer goods.

Objective: C. Understand the principles of crime prevention.

Major Objective: 5. The individual should understand marketing techniques and how these affect the individual, consumers in general, and the economy. This means that he or she should:

Objective: A. Know various modes and techniques of advertising, including inappropriate or illegal techniques.

Objective: B. Know where to go for help in solving consumer complaints or problems.

Objective: C. Know the relationship among cost, availability, and need.

Objective: D. Understand the implications of consumption in light of finite world resources.

Content Area: Mental and Physical Health

Goal: To understand the principles and practices that lead to good mental and physical health.

Major Objective: 1. The individual should know where, when, and why to seek medical help. This means that he or she should:

Objective: A. Recognize obvious signs of illness and know which require professional attention.

Objective: B. Know the various types of medical facilities typically available in a community.

Objective: C. Know how and why to follow medical instructions.

Objective: D. Know how and why to communicate information about health problems to others.

Major Objective: 2. The individual should know what personal habits promote good health. This means that he or she should:

Objective: A. Know the basic principles of health maintenance.

Objective: B. Know the basic principles of nutrition.

Objective: C. Understand the relationship between drugs and health.

Major Objective: 3. The individual should know how to apply principles of health to planning and raising a family. This means that he or she should:

Objective: A. Understand the physical and psychological influences of pregnancy and the need for proper prenatal care.

Objective: B. Understand the importance of family planning and the effectiveness of various birth control methods.

Objective: C. Know basic child-rearing practices.

Objective: D. Understand the special health needs and concerns of adolescents.

Major Objective: 4. The individual should know how to deal with potential hazards and accidents. This means that he or she should:

Objective: A. Recognize potential hazards.

Objective: B. Know where and when to apply basic safety measures.

Objective: C. Know when and how to apply first aid.

Objective: D. Know how and whom to ask for help in emergencies.

Content Area: Government and Law

Goal: To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Major Objective: 1. The individual should understand the structure and functioning of the federal government. This means that he or she should know about the:

Objective: A. Composition and operation of both houses of Congress.

Objective: B. Composition and operation of the executive branch of government.

Objective: C. Relationships between and among the three branches of government.

Objective: D. Relationships between and among the federal, state, and local governments.

Major Objective: 2. The individual should understand the relationship between individual citizens and the selection and maintenance of government. This means that he or she should:

Objective: A. Know about the electoral process and the individuals role in it.

Objective: B. Know about the Constitutional guarantees of individual rights.

Objective: C. Understand how the individual can try to influence her or his representatives.

Objective: D. Know what kinds of demands the government may and does make on individuals.

Major Objective: 3. The individual should understand the relationship between individual citizens and the legal and penal systems. This means that he or she should know:

Objective: A. The composition and operation of the judicial branch of government.

Objective: B. Which acts society deems criminal.

Objective: C. When and how to hire a lawyer or gain access to other forms of legal aid.

Objective: D. An individual's rights when arrested, held, tried, paroled, or pardoned.

Major Objective: 4. The individual should understand the relationship between individual citizens and government services. This means that he or she should understand:

Objective: A. How various kinds of taxes are collected.

Objective: B. The relationship between taxes and social services.

Objective: C. The reasons for social legislation.

ITEM DESCRIPTORS
NEW MEXICO HIGH SCHOOL PROFICIENCY EXAM
OBJECTIVE PORTION

COMMUNITY RESOURCES

Number	Objective	Item Description
1	1A	Recreation facilities - identifying the appropriate agency
2	3A	Agency services - identifying the appropriate agency
3	3B	Community services - interpreting written information concerning services
4	3B	Community services - identifying the appropriate services
5	4E	Travel arrangements - making and understanding reservations
6	3A	Agency services - identifying the appropriate services
7	1C	Requirements for participation - planning for travel
8	4I	Transportation problems - energy impact of cars
9	3B	Community services - identifying the appropriate services
10	4B	Transportation schedules - using airline schedules
11	4F	Safe driving - identifying a road sign
12	2B	Agency access - identifying the appropriate agency
13	4C	Transportation cost - calculate miles per gallon
14	3A	Agency services - using a building directory
15	2A	Agency information - definition of correspondence course
16	3A	Agency services - identifying the appropriate agency
17	4F	Safe driving - understanding driving terms
18	4G	Travel documents - interpreting written instructions concerning eligibility of passports
19	3B	Community services - interpreting written instructions concerning zoning
20	4A	Appropriate transportation - reading and understanding directions

CONSUMER ECONOMICS

Number	Objective	Item Description
21	2F	Costs and change - reading and understanding a chart concerning charge cards
22	1A	Use of budgets - definition of budget
23	3A	Use of references - computation
24	2B	Money, weights and measures - knowledge of metric measures
25	2D	Banking services - understanding a bank statement
26	3B	Comparison shopping - deciding on the best purchase
27	3C	Packaging techniques - computation
28	3A	Use of references - interpreting a chart on a label and computation
29	5B	Consumer problems - identifying the appropriate services
30	3C	Packaging techniques - interpreting a chart and computation
31	3C	Packaging techniques - understanding the concept of unit price
32	5A	Advertising - interpreting written information in an advertisement
33	5C	Cost, availability and need - understanding the concept of supply and demand
34	5A	Advertising - interpreting a chart in an advertisement

35	5C	Cost, availability and need - definition of inflation
36	5D	Consumption and resources - computation and understanding of the concept of miles per gallon
37	2A	Income and sales tax - identifying a common tax form
38	4A	Personal possessions - interpreting labels
39	2D	Bank services - definition of interest
40	5A	Advertising - interpreting a pie chart and computation

GOVERNMENT AND LAW

Number	Objective	Item Description
41	1A	Structure, function of federal government - understanding the Congressional seniority system
42	1C	Three branches of government - understanding presidential appointments
43	3D	Rights of arrested - knowledge of the judicial system
44	3C	Lawyers and legal aid - knowledge of the judicial system
45	2A	Electoral process - interpreting written information about voting eligibility
46	2C	Influencing representatives - definition of lobbyist
47	1C	Three branches of government - understanding presidential appointments
48	4A	Tax collection - identifying the appropriate agency
49	3D	Rights of arrested - knowledge of rights and interpreting written information
50	3D	Rights of arrested - knowledge of rights
51	4A	Tax collection - interpreting a tax chart
52	2A	Electoral process - knowledge of voter registration
53	4B	Taxes and social services - interpreting written information concerning taxes
54	3C	Lawyers and legal aid - interpreting written information concerning the court system
55	3B	Criminal acts - identification of a crime
56	4A	Tax collection - knowledge of types of taxes
57	3A	Judicial branch - definition of arraignment
58	1B	Executive branch - knowledge of functions of executive branch
59	4C	Reasons for social legislation - interpreting written information and computation
60	4B	Taxes and social services - interpreting a pie chart

MENTAL AND PHYSICAL HEALTH

Number	Objective	Item Description
61	1B	Medical facilities - knowledge of medical specialties
62	4C	First aid application - knowledge of emergency procedures
63	1C	Following medical instructions - interpreting labels on medications
64	4B	Basic safety application - labeling poisons
65	1D	Communicating about health problems - identifying illness
66	2A	Health maintenance - blood pressure
67	2B	Nutrition - identifying foods containing cholesterol
68	1C	Following medical instructions - definition of "contagious"
69	2B	Nutrition - knowledge of nutrients in foods

70	4A	Recognizing hazards - awareness of home poisons
71	3B	Family planning and birth control - understanding genetics
72	4A	Recognizing hazards - effects of noise pollution
73	4C	First aid application - treatment of burns
74	3C	Child rearing - recognizing child abuse
75	3D	Adolescent health needs - interpreting a chart concerning sleep
76	1C	Following medical instructions - interpreting labels on medications and computation
77	3C	Child rearing - selecting appropriate toys
78	1A	Signs of illness - symptoms of syphilis
79	2A	Health maintenance - importance of fluid consumption
80	3B	Family planning and birth control - knowledge of the importance of maternal health during pregnancy

OCCUPATIONAL KNOWLEDGE

Number	Objective	Item Description
81	2D	Resume preparation - choosing the best references
82	3A	Standards of behavior - importance of being on time to a job
83	2E	Importance of job interviews - appropriate appearance for job interview
84	3B	Promotion and dismissal decisions - definition of seniority
85	3B	Promotion and dismissal decisions - understanding reasons for promotion
86	3B	Promotion and dismissal decisions - getting assistance with promotion
87	2E	Importance of job interviews - interpreting a written passage
88	2B	Inquiring and applying for jobs - how to inquire about a job
89	3D	Financial aspects of employment - interpreting instructions from an employer
90	3A	Standards of behavior - decision-making on the job
91	1E	Read and assess job descriptions - interpreting job ads
92	2B	Inquiring and applying for jobs - interpreting job ads
93	3D	Financial aspects of employment - computation of wages
94	3C	Legal restrictions - recognizing job discrimination
95	3C	Legal restrictions - identifying the appropriate agency to correct unsafe working conditions
96	1E	Read and assess job descriptions - definition of compensation
97	1A	Job requirements and duties - recognizing necessary skills for a job
98	3C	Legal restrictions - identifying appropriate agency to help with job discrimination
99	1E	Read and assess job descriptions - interpreting job ads
100	3D	Financial aspects of employment - awareness of lay offs

APPENDIX III

ALBUQUERQUE PUBLIC SCHOOLS
CURRICULUM CENTER

ASSIGNMENT FOR STUDENT WRITING SKILLS APPRAISAL

Teachers will read aloud all of the information on this page to the students before students begin writing this task.

TASK NUMBER ONE A

TASK TITLE: Job Application

Complete the job application provided with the information from the following biography. Remember that job applications should always be written clearly. All items must be answered fully. Your application will be judged on your ability to follow all directions accurately. When you have finished, PROOFREAD your application.

Biography:

Jill S. Murray was born on June 1, 1964 in San Francisco, California. Her family moved to Albuquerque in March of 1970. She attended Cottonwood Elementary School and Ford Middle School before she entered Central High School as a freshman in 1978. Central High School is located at 734 Main S.E., Albuquerque, New Mexico 87102. She graduated in 1982. While Jill was a freshman, she worked on weekends for Happy Home Cleaners at 1317 West Street, Albuquerque, New Mexico 87105 where she was a switchboard operator. In 1982 when Jill was a senior, she started working for Rodriguez, Smith, and Chung Law Firm at 2727 Winter Avenue, Albuquerque, New Mexico 87109. She is a file clerk and her present supervisor is Samuel Jones. Jill's social security number is 567-32-9443, and she used this number when she opened her savings account. Jill serves as a youth volunteer at Mercy Hospital where the coordinator, Jane Daniels, has been very pleased with Jill's efforts. The hospital's address is 1400 Sixth Street, Albuquerque, New Mexico 87125. Jill is single and lives with her parents at 9207 Sunrise Place N.E., Albuquerque, New Mexico 87111. Her phone number is 883-7900.

SKILLS TESTED IN TASK ONE A: Students should:

1. select and condense appropriate information.
2. complete the form provided.
3. print legibly.
4. follow all instructions printed on the form.
5. place the correct information in the appropriate location.
6. use correct spelling, capitalization, abbreviations, and punctuation.

ALBUQUERQUE PUBLIC SCHOOLS
CURRICULUM CENTER

ASSIGNMENT FOR STUDENT WRITING SKILLS APPRAISAL

STUDENT NAME _____ STUDENT NUMBER _____
Last Name First Name Middle Name

GRADE LEVEL _____ SCHOOL NUMBER _____

TASK ONE A: Job Application

INSTRUCTIONS: Print or write clearly. Answer all questions fully and accurately.

NAME *Last Name First Name Middle Initial*	SOCIAL SECURITY NUMBER
ADDRESS *Number Street*	DATE OF BIRTH
City State Zip Code	MALE ☐ FEMALE ☐ *(check one)*
MARITAL STATUS *(check one)* ☐ SINGLE ☐ DIVORCED ☐ MARRIED ☐ WIDOWED	TELEPHONE NUMBER
HIGH SCHOOL ATTENDED	YEAR OF GRADUATION
HIGH SCHOOL ADDRESS *Number Street*	YEARS ATTENDED *From: To:*
City State Zip Code	
PRESENT PLACE OF EMPLOYMENT	DATES OF EMPLOYMENT *From: To:*
ADDRESS *Number Street*	NAME OF SUPERVISOR
City State Zip Code	CURRENT JOB TITLE
NAME OF REFERENCE *(other than your present employer)*	Describe your relationship with this reference.
ADDRESS *Number Street*	
City State Zip Code	

_____ _____
Signature Date of Application

INS-95A

ALBUQUERQUE PUBLIC SCHOOLS
CURRICULUM CENTER

ASSIGNMENT FOR STUDENT WRITING SKILLS APPRAISAL

Teachers will read all of the information on this page to the students before they begin writing this task.

TASK NUMBER TWO

TASK TITLE: Business Letter

You bought an E-Z Wash washing machine from Albuquerque Discount Appliance on June 7, 1985. It was a deluxe model #79803 for which you paid $275.00. It is almond color with silver trim, and it loads from the top.

You have had several problems with the machine since you started using it. It drains very slowly, and the lid fits so poorly that it constantly rattles. You have contacted Albuquerque Discount Appliance twice by phone and once in person. They state that they are not responsible for repairs.

You want to write a letter to the E-Z Wash Company explaining your problem and asking that the company honor its warranty. In its warranty, E-Z Wash promises to repair or replace any defective washing machine within one year of the purchase date. Since Albuquerque Discount Appliance is not responsible for service or repairs, you want E-Z Wash to honor the warranty on your washing machine. The address of E-Z Wash Company is 1905 Stoddard Avenue, Chicago, Illinois 60187.

Write your letter including all necessary information in the proper form. Your letter will be judged on the completeness of the information you include. Because this is a business letter, proper letter form should be used. You will use your own home address as part of the form of the letter. You should write at least one complete paragraph in the body of the letter. Use correct spelling, punctuation, capitalization, and word usage. When you have finished writing, PROOFREAD your letter.

SKILLS TESTED IN TASK TWO: Students should:

1. use proper business letter form.
2. write legibly.
3. use correct spelling, capitalization, and punctuation.
4. use word forms correctly.
5. select appropriate language.
6. use complete sentences.
7. use an identifiable means of development--chronological order and order of importance.

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ASSIGNMENT FOR STUDENT WRITING SKILLS APPRAISAL

Teachers will read aloud all of the information on this page to the students before they begin writing this task.

STUDENTS SHOULD BE INFORMED OF THE TOPICS FOR THIS TASK SEVERAL DAYS IN ADVANCE OF WRITING THE COMPOSITION.

TASK NUMBER THREE

TASK TITLE: Two-paragraph Advantages/Disadvantages Composition

Instructions: For the following task, two steps are required. First, choose only one of the following topics. Second, write at least one paragraph for the advantages and one paragraph for the disadvantages. The two steps must be followed for completion of the task.

Topic A: The advantages and disadvantages of your own height

Topic B: The advantages and disadvantages of owning a car while in high school

When you have finished writing, PROOFREAD your composition.

SKILLS TESTED IN TASK THREE B: Students should:

1. write legibly.
2. use correct spelling, capitalization, and punctuation.
3. select appropriate language.
4. write complete sentences.
5. use the elements associated with paragraph construction including a topic sentence, supporting details, and a concluding sentence.